

# How to Draft a School Board Resolution on Assessment

## FOLLOW THE STEPS

### STEP ONE: Do Your Homework

Research the standard resolution format used by your school board.

### STEP TWO: Have A Plan

Make sure you have an organizing plan on how you will urge board passage of the resolution and gain member, parent and community support.

### STEP THREE: Draft The Resolution

Review OEA's sample resolution language and determine which statements make sense for your local situation. Cut and paste content from OEA's sample resolution language to include in your draft.

### STEP FOUR: Keep It Simple and Personal

Aim for keeping the resolution to one page. Make it readable and understandable to any member of the public (tip: avoid using jargon, acronyms or other technical terms). And be sure to include a fact or two specific to the teaching and learning conditions in your district.

### STEP FIVE: Build Support

Work with supportive school board members(s) to get the resolution introduced. Talk with all of the board members to gain their support and address any issues they may have.

### STEP SIX: Reach Out

Engage the community in your discussion by holding public meetings to gather input and stories from supporters. Recruit people to testify and/or contact the board members. Send a media advisory and a copy of the resolution local education reporters.

## TEMPLATE RESOLUTION

*Feel free to use and/or personalize any of the following sample clauses in your resolution.*

**Whereas**, every student deserves equitable access to a quality education that prepares them for college, career and citizenship

**Whereas**, we have high expectations for students and believe they all can succeed academically and in life

**Whereas**, students excel when teachers have time to give them individual attention with an emphasis on developing critical thinking and problem solving skills

**Whereas**, we support a common set of standards and clear guidelines and goals for students that emphasize critical thinking and problem solving skills

**Whereas**, educators need to be empowered and have the resources and time to challenge and support students in meeting the demands of high academic standards

**Whereas**, student assessment should focus on informing and guiding classroom instruction and improving student learning and growth

**Whereas**, the most effective student assessment is classroom based and provides immediate feedback for teachers and students and monitors student progress overtime

**Whereas**, good assessments should be used to guide instruction, helping teachers understand where students are excelling and where they need more work

**Whereas**, too much emphasis has been put on a high-stakes, standardized test that is not a true measure of student achievement, teacher performance or school quality

**Whereas**, students benefit from assessments that are proven to be effective measures of student progress in learning

**Whereas**, when teachers are compelled to spend too much time teaching to the test, classroom instruction time and individual student attention suffer

**Whereas**, if the federal and state government raise expectations for student performance, they need to provide the funding necessary to help students and teachers meet those high standards

**Whereas**, we support the new Oregon law which establishes a student education data privacy policy

**Whereas**, instead of spending millions of dollars on unproven standardized tests, we should be investing in the smaller class sizes, access to up-to-date classroom materials and equitable access to library services, art, music, physical education and career technical education

**Whereas**, the new Student's Assessment Bill of Assessment Rights entitles students and parents to know prior to a statewide "standardized" assessment:

- The purpose of the assessment and how it will be used.
- The learning targets that make up the assessment.
- How to self-assess and track their own progress.
- When results will be available.

**Whereas**, parents and guardians are now allowed to make the right decision for their child, including opting out of assessment

**Whereas**, our district has the following challenges and concerns around the state's implementation of the Smarter Balanced assessment:

- Lack of established reliability and validity across all racial groups, socioeconomic groups and learner types.
- Insufficient accommodations for English Language Learners and students with disabilities.
- The computer skills necessary for 3rd graders to successfully take the test.
- Lack of educator-designed curriculum and professional development opportunities for teachers to help students learn to the new standards.
- Absence of information from the state on how and when they will develop cut scores.
- Lack of available technology to properly administer the test to all students.

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## SAMPLE BE IT RESOLVED CLAUSES

### THEREFORE:

**Be it resolved**, the \_\_\_\_\_ School Board calls upon the State to provide the funding necessary to carry out all of the State's educational mandates. Specifically, the funding necessary to implement and evaluate the Smarter Balanced assessment, including funding and time for both meaningful professional development and technology resource implementation.

**Be it resolved**, we endorse efforts to evaluate the use of assessments, and the recommendations contained in the paper "A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning."

**Be it resolved**, the Board requests that the State not use the Smarter Balanced assessment for punitive labeling or sanctioning of students, teachers, schools or districts as part of the implementation of the Every Child Succeeds Act (ESSA)

**Be it resolved**, the Board calls upon the State to establish and maintain a pilot status for the Smarter Balanced Assessment until its reliability is established, to provide sufficient time to ensure the reliability of the assessments, to clarify the purpose and appropriate use of the assessments, to provide additional teacher professional development, and to provide students and families the opportunity to understand and learn from the results of the new assessment without the high-stakes consequences that may have the unintended outcome of undermining student success.

**Be it resolved**, the Board recognizes and supports the 'Student Bill of Assessment Rights.'

**Be it resolved**, the Board directs the Superintendent to provide regular reports on steps to create a more balanced system of assessment which clarifies the role of the state summative assessment (i.e. Smarter Balanced Assessment) in student learning.

**Be it resolved**, the Board calls upon the State to advocate for Oregon to be one of the seven states selected to develop their own system of assessment as part of the Every Child Succeeds Act (ESSA).

**Be it resolved**, the Board directs the Superintendent to submit these requests to the Oregon Department of Education as plans to implement the ESSA are developed.